Academic Effectiveness Checklist

Student Learning Outcome Description	
☑ Behavioral based	⊗ Not focused on behaviors
☑ Directly measured	⊗ Indirectly measured
☑ Easily embedded in existing processes	⊗ Requires additional processes
☑ Identifies where assessment will occur	⊗ Does not identify where assessment will occur
☑ Identifies the population being assessed	⊗ Does not identify the population
☑ Identifies assessment tools	⊗ Assessment tools not identified
☑ Describes/explains technical language	⊗ Does not describe/explain technical language
☑ Results-oriented –information for decision-making	⊗ Does not provide information for decision-making
☑ Time-bound	⊗ Not time-bound
Operational Outcome Description	
☑ Specific – describes the process exactly	⊗ Vague – does not describe the process
☑ Measurable	⊗ Not measurable
☑ Attainable	⊗ Difficult to attain
☑ Results-oriented –information for decision-making	⊗ Does not provide information for decision-making
☑ Time-bound	⊗ Not time-bound
☑ Improvable	⊗ Not Improvable
☑ Identifies assessment tools	⊗ Assessment tools not identified
☑ Describes/explains technical language	⊗ Does not describe/explain technical language

Strategic Goal *(Select any strategic goals this outcome supports)*
Enhance academic quality and program development reinforced by scholarship
Grow faculty research and scholarly activities and increase support of intellectual property management and research commercialization
Increase student recruitment and retention
Create a culture of collaboration
Foster an inclusive atmosphere that is supportive of students, faculty, and staff
Strengthen and promote the University's distinctive identity
Enhance relationships with alumni
Increase funds from alternative revenue streams through sponsored programs, private giving, and outreach to ensure long-term viability of the University

Where is the student learning outcome being measured?	
☑ Is being measured in a capstone course, comprehensive exam, thesis, etc.	⊗ Is not being measured
☑ Is measured at the program level	⊗ Is measured only at the course level
☑ Is measured for all or most students in the program	⊗ Is measured for few students in the program

Methods of Assessment: What is being measured? *(Select at least one direct method)*	
Academic Direct Methods	**Academic Indirect Methods**
Standardized Test	Course grades
Embedded multiple-choice test items	Course/curriculum progression
Exam essay items (graded with a rubric)	Exam grades (testing multiple concepts)
Comprehensive exam (items graded with a rubric)	Course evaluations
Oral project (graded with a rubric)	Survey data
Written artifact (graded with a rubric)	Focus group/individual interview data
Case study (graded with a rubric)	Study-abroad participation
Juried exhibit/critiqued performance	Research participation
Internship/Practicum supervisor ratings	Experiential learning participation
Clinical observation	Educational programming attendance
Workplace skills (rated by employers)	Honors/awards
Other direct assessment measure (please describe)	Scholarships
Operational Direct Methods	Enrollment rates
Program development	Graduation rates
Student work product	Job placement rates
Promotional/marketing materials	Graduate/professional program acceptance
Attendance at event	Other indirect assessment measure (please describe)
Changed activity level (such as fewer complaints, etc.)	**Operational Indirect Methods**
Increased physical resources	Survey results
Increased human resources	Focus group feedback
Increased space resources	Other indirect assessment measure (please describe)
Other direct assessment measure (please describe)	

Baseline Data- Why? *(Justification for this operational outcome)*	
☑ Is directly related to the goal	⊗ Is not related to the goal
☑ Shows the need to make an improvement in this area	⊗ Does not show the need to make an improvement
☑ Be data (numbers) based	⊗ Not data (numbers) based

Success Threshold *(Demonstration of an acceptable result)*	
☑ Describes a threshold for satisfactory results	⊗ Does not set a threshold for satisfactory results
☑ Be reasonable but challenging	⊗ Not reasonable and/or challenging
☑ Be data (numbers) based	⊗ Not data (numbers) based

Describe and Interpret Results *(Provide a description of how well the criteria or threshold was met)*	
☑ Related to criteria	⊗ Not related to criteria
☑ Indicates how well expectations were met	⊗ Does not indicate how well expectations were met
☑ Describes what was learned that will be useful for decision-making	⊗ Does not describe what was learned that will be useful for decision-making
☑ Clear/succinct	⊗ Not clear

Use of Results *(What changes were made based on the results?)*	
☑ Describes changes that have been made based on results, such as changes in processes or expectations	⊗ No changes or no justification for why no change is needed
☑ Addresses any gaps in expectations and actual performance	⊗ Does not address gaps in expectations and actual performance
☑ Demonstrates a commitment to continuous improvement	⊗ Does not demonstrate a commitment to continuous improvement
☑ Details changes that have been made (past tense)	⊗ Details changes that have not been made (future tense)